

# WORDS & VISION

UCFV Faculty & Staff Association Newsletter

Vol. 5 No. 3

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## From the Editor

*Quo vadis, or  
I can see blearily now?*

Feedback on the last issue, debating the nature of UCFV, has been plentiful, positive — and surprisingly passionate. Remember those PD days, a few years back, dedicated to institutional soul searching on the identity issue? Well, nothing much seemed to emerge then, but perhaps something was at work surreptitiously, Eureka phenomenon-wise, incubating ideas

on an unconscious level. At least now we seem energized for open discussion, and, hence, closer to understanding our common destiny.

Thanks again to Eric, to Moira, and to David for their articulate provocations. This issue has still more 'debatable' stuff in response — awaiting your consideration. Sure, it's a hectic time for all of us, but this is *important*. After all, we're determining who — and what — will shape our future, from how we place UCFV in the increasingly competitive Higher Ed marketplace, to the kind of workaday reality we'll inhabit here in days to come.



So, gentle reader, you too are encouraged to add to the ongoing discussion. Should you have any evolutionary thoughts over the coming break — as you huddle in the fetal position beneath your tree, perhaps, whimpering quietly, waiting, longing for some apocalyptic seasonal fairy to make those sugar plum dreams come true once and for all — put pen to paper. Share with us, your colleagues, similarly engaged under our own

personal trees (or other multi-culturally festive erections).

Meanwhile, to maintain high spirits, keep this issue on your bedside table for a full range of riveting reports, plus other cool reading.

### 'Tis the Season of Unreason...

Speaking of future directions, here's my own modest contribution to the current new Pres search: some deeply searching questions for any candidate who aims to follow in the illustrious footsteps of P. Jones. You know the kind I mean, those bizarre, offensive, and frequently illegal queries (we've all faced and/or voiced 'em) that test inner resource, creativity, and sheer cowardice, ripping aside cunning concealments to nakedly reveal the *real* personality of each and every sniveling candidate. To save the appointment committee members valuable time, I've provided the

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CORRECT answers as well — as mentioned, we're all busy; why fritter away hours in fatiguing discussion when *proven* scientific assessment tools are so readily available?

**Q:** Which of the following figures do you relate to the most: square, rectangle, triangle, circle, or squiggle? **A:** Squiggle — what do you mean, why? What are you, one of those disturbed paranoid rectangle-lovers? No? Well, alrighty then.

**Q:** On your way to this interview, your car breaks down, and you discover the cell phone is kaput. You are 30 K away and have 15 minutes before the meeting with the committee starts. Your normal walking speed is 120 K per hour — what do you do? **A:** Hitchhike to the nearest bar.

**Q:** What is your favourite breakfast cereal? **A:** Chocolatey Coco Puffs, the breakfast of mediocrity.

**Q:** What animal does the head of this committee remind you of? **A:** The powerful lion, or the stately elephant (if committee head is not proboscis-challenged), or the majestic blue whale (not acceptable for heads of significant *avoir-du-poids*), etc. Watch out for answers like "the mighty weasel" or "the noble vole"; these may reveal an applicant attempting to yank the committee's chain.

**Q:** What animal do you remind yourself of? **A:** The industrious beaver (bonus Canuck points), the assiduous ant, the busy asexual drone-bee, the keenly task-oriented dung beetle, etc. — there's no absolute requirement to be vertebrate.

**Q:** Suppose you find this interview so exciting that, as often happens at UCFV, you drop dead right after: what do you want engraved on your tombstone? **A:** Did I get the job?

Of course, interview questions, even *really* good ones, can't give the whole picture. At the same time (might as well face it) job search is one of the least rational of human endeavours. So, as this one comes in the festive period, why not go with that cosmic convergence by adding a jolly holiday spin to the new Pres interview protocol? Instead of the standard dry-run ho-hum variations on a colloquium, inspiring speech, or personal vision statement, why not create a performance-art Santa competition? Applicants would be told to dress up like Saint Nick and/or Nicola (challenging creativity, interpretive abilities, and basic gender role assumptions), then hohoho it around the campuses, attending assorted student forums, where they would have to field all sorts of naïve, irritating, fantastically child-like requests.

Like: "Santa, I wanna computer lab with dependable machines and networks that don't crash every few minutes" (yeah, dream on).

Or: "C'n I have safe, adequate parking this winter, Santa, when it's real cold, dark, rainy, snowy 'n scary — even if I don't have a loonie in my pocket?" (ever heard of 'be prepared', kid?).

Or my personal favourite: "Howabout a food service that never features cold pork n' beans in its 'fresh' salad bar" (Santas must *at all costs* resist the temptation to urge petitioners to 'wake up and smell the beans').

The Santas' leadership skills and ingenuity will really be on the line as they ease out of one wacky request after another, evading any outright refusals, making no actual commitments, yet never hurting supplicants' tender little feelings.

Mirth aplenty for the committee members; and what better gift for the festive season, come to think of it? I wish it to you and yours as well: plus chestnuts roasting, bells tingaling and miseltoes swinging. See you in '98!

-Richard Dubanski

## Letters

(Ed.: Here is a student letter to all of us, not of Complaint but rather of Gratitude. Next there are a couple of letters on the Transfiguration of Peter Jones, first from the Chair of the Board and then a response from our FSA Pres; Kim also provides an introduction.)

Dear Ms. Isaac:

I am writing to the Faculty & Staff Association to express my gratitude for the education I have received at the University College of the Fraser Valley. As someone who spent more than a decade between high school and college doing other things, including run a small business, I believe that I should give something back to UCFV to demonstrate the sincerity of my feelings. In the Faculty Reception area is a poster whose theme is that the student is the most valuable and important element of the institution and student needs are highest in priority over all the aspects of the

institution's culture. I believe that the faculty and staff has taken this message to heart in virtually all it does.

When I came to UCFV it was still known as Fraser Valley College, and much of the current institution, its Abbotsford, Mission, and Chilliwack campuses, was not yet built or rebuilt. (I have a back-pack from the old days proudly displaying the emblem of the time that has followed me across a large part of North America and into the corporate offices of some very powerful and high profile organizations.) When I came to FVC my primary rationale for choosing the college was a mixture of size, classes, and faculty stability. At the time most of the other institutions of similar type and size were locked in a bitter labour dispute and I, not wanting to lose out, was looking for a place that I could trust.

Over the course of earning my degree, I learned that 'trust' was something that I could comfortably place in the faculty and staff. Through my core and elective courses I had the pleasure of studying in almost every academic department. Those which I missed directly were compensated for by the wise insight of other departments having guest speakers. Whether this happened by design or by fortunate fluke, the outcome was a very well-rounded education and a very healthy appreciation for all areas of academic pursuit and knowledge.

Through these various experiences there was the constant of integrity and respect. I was always treated as a person of value whose thoughts and contributions, though at times contrary, controversial, and perhaps foreign to my professors, were

regarded as valuable. One often hears of the chasm of snobbery between professors and their students. I was never made to feel this. I never felt that my professors thought less of me because of my level of education; and if they felt this way they managed well to hide their feelings. Indeed, when I did feel the shadow of snobbery rise it was from people I knew who were studying at the major universities in British Columbia; and I wondered if snobbery was not an entry level core course their students were required to have in their first semesters.

Since graduating in June 1997, I have been occasionally approached by people and asked if I feel I received a good education and whether my efforts were worth the degree I earned. When I look at colleagues from other universities who were, at best, numbers to their professors; when I consider the fact that I have built and maintained friendships with my professors, various support staff workers, and fellow students — even after my graduation; when I recount University College administrators inviting me as a student rep on sub-committees, and stopping me in the hallways to chat; when I recall counselors and academic advisors who explained the same issues in numerous ways so that I could grasp the concept at my level; when I think of Co-operative Education coordinators and support workers who made me feel at home and repeatedly placed me in dynamic, stimulating experiences and posts; when I think of class sizes small enough to foster open dialogue between first year students and their professors; and when I think of all the professors, support staff, administrators, students, and of the collective environment they

generated, the only word I can use to answer the question is "YES!" most definitely.

True, UCFV is small, and often has a small budget in comparison to other universities. True, at times course selection, technologies, and services may be limited. We may not have the student resources other places can boast of. We may not have a library as large as Simon Fraser, but I can remember in detail few of the books I borrowed from the library; and others would join me in this. University of Victoria may be far advanced on UCFV for its audio visual department, but I can remember very few of the videos I watched in class. University of British Columbia may have single departments with operating budgets that surpasses UCFV's entire budget, but, comparing calendars, there are few courses at UBC that my heart aches I didn't get a chance to experience.

What I do recall every day is that, for someone who did poorly in high school, UCFV instilled a desire for life-long learning, not just a recognized need to get a degree. The faculty and university college showed me where I needed to grow, develop, change, and perfect; and helped me to do this. It challenged my thinking, my rationales, my perception of the world, but never forced its ideology upon me. What UCFV gave me were the tools to go on challenging the ideals of the world and the conventions of my contemporaries. UCFV helped me to implement the changes I needed and celebrated my successes with and for me. When I had short-comings, they were never seen as failures, nor were they held against me. At worst these short-comings were considered speed bumps on the road to success. Most

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of all, the faculty and the university-college helped me decide what I wanted to be when I grew up.

For this I have nothing but the highest regard for UCFV and hope that the institution will grow and continue to serve its future students as it served me, wherever the institution's course should take it.

Sincerely,  
Tim Kroeker

**re: Transfiguration of Peter Jones**

### *Introduction*

*Of all the issues that have confronted the FSA this fall, perhaps the one that has generated the most interest and curiosity from members has been Peter Jones' intention to become a member of our teaching faculty.*

*Peter told me of his resignation as UCFV President before it was announced publicly. With his permission, I informed the FSA Executive of this upcoming event, and I also told them what I had learned: when the Fraser Valley College Board signed a contract with Peter Jones in 1987, it included a clause stating that, when Peter stepped down as President, he would be eligible for a full-time teaching position.*

*I made a number of inquiries of my colleagues who were on the FSA Executive when Peter was hired, and the news of Peter's contractual right to move into faculty came as a complete surprise to them. Clearly, the Board of the day did not discuss this with the FSA Executive, and current Board Chair, Noel Hall, has admitted to me that this was a mistake.*

*The current FSA Executive has addressed this issue over a number of meetings. Under the direction of the Executive, I have been in discussions with Board Chair Noel Hall, and the two letters that follow here are the results of these negotiations.*

11/04/97

Dear Kim:

**RE: Faculty Position, Peter Jones**

Over the past few weeks we have had discussions surrounding Peter's return to the world of academia. I thought this might be an opportune time to set out how the University College Board sees this teaching position being established and the effect it would have on our institution and your members. To be clear I would like to emphasize the following points:

1. This position would be established and attached to either one department or a number of departments, depending on what would be taught.
2. No department involved would have an existing FSA member displaced.
3. Funding for this position will not come from the existing department budget or hamper departments from possible growth through our normal budget process. The Board will be investigating special ministry funding, an endowed chair or funding from the UCFV contingency fund.
4. Should you wish, the position could be excluded from the FSA.
5. The position is for Dr. Jones and would end when he retires from teaching.

Although teaching will certainly be the majority of work undertaken,

the Board may ask Dr. Jones to do special projects or initiatives that would be of benefit to the University College.

Perhaps we could meet soon to review this letter and resolve any issues you and your Executive feel are needed.

Yours truly,

Noel Hall,  
UCFV Board Chair



December 2, 1997

Noel Hall, Board Chair  
UCFV

Dear Noel:

Thank you for your letter of 4 November, outlining a proposal for Peter Jones to move into a teaching position at UCFV. The FSA Executive has discussed this and agreed that, if a concern we have with one point is addressed, this proposal would be acceptable.

The Executive's two main concerns as we negotiate this are that neither FSA members nor FSA work be affected by Peter's movement into faculty. Therefore, we would like to request a clause stating that Peter will not teach any existing sections; in other words, all of the sections taught by Peter would be in addition to the regular offerings of the university college.

Regarding point #4, it is the wish of the Executive that this proposed position be exempt from FSA membership, due to the fact that we are being asked to waive the usual

selection process for FSA-included positions. This is without prejudice, however, and we would see that in the future, should the university college wish to negotiate with the FSA regarding attached positions (joint appointments to both administrative and faculty positions) or endowed chairs, these would be included within the bargaining unit. The Executive wants to make it very clear that should the university college wish to make similar arrangements or accommodations in the future, these must be negotiated with and agreed to by the FSA before the signing of any individual contract.

It is our understanding and expectation that the arrangements to be made with one or more departments will be open, consultative and voluntary, and it is our hope that this arrangement will work to the advantage of all of the partners.

I would be happy to meet with you to discuss the points in this letter, and I look forward to your response.

Sincerely,

Kim Isaac,  
President, FSA  
cc: *Words & Vision*

## President's Report

Trusting other members of the Executive to bring you up to date on local issues that have faced us this past month, I turn my attention to some of the things going on around us.

### Provincial Bargaining

As the result of the recent vote, the Faculty and Staff Association

will be sitting at the provincial bargaining table when negotiations begin in early 1998. This presents a significant change in direction for the FSA, which traditionally has argued, in complete agreement with UCFV's administration and board, that our issues were local issues, and that we could reach more effective and creative solutions by bargaining them within the confines of our own institution.

The past few years have seen the push for central bargaining come from a number of directions, and both the employers and the faculty/staff associations around the province have been encouraged by their partner groups to participate. Despite our efforts to stay local during the past two rounds of an increasingly central process, UCFV and the FSA found themselves faced with ratifying the Framework Agreement after the fact back in 1996, which we did.

Now we will be embarking upon something completely new: taking a significant number of issues to the provincial table and actively negotiating them along with our partners. The FSA Executive will be approaching these negotiations with a certain amount of trepidation but also with a determination to represent the interests of all our members. We'll keep you informed of the progress of the central table as winter term progresses.

### Technical University

The legislation to bring up the new Technical University has now passed, and so it seems that the new kid will definitely be moving into the neighborhood. At present there are more questions than answers about the new institution, as

decisions about where Tech U. will be located, what kind of facilities it will have, what role it will play in post-secondary education, what programs it will offer, and what relationship it will have with existing universities, university colleges, colleges and institutes: all have to be answered.

CIEA partners were unsuccessful in lobbying to stop Tech U. from being created in the first place, but now it is a reality, albeit an amorphous one. In an unusual initiative, the CEOs and faculty association presidents from lower mainland colleges and university colleges have been meeting to put together a model for a consortium, which would see the Tech U. fill a specific niche in post-secondary education in the province, drawing on programs and services already offered by previously existing institutions and complementing these by adding programs and credentials that are not currently available. This is a unique cooperative effort between administrations and faculty associations, and we are all hopeful that the resulting proposal will capture the attention and imagination of the Ministry of Education. Peter Jones and I have been attending these meetings on behalf of UCFV. Stay tuned for more on this.

### Charting a New Course: one year later

Remember Charting a New Course? The strategic plan for the post-secondary sector? Well, if you've forgotten, the Ministry of Education hasn't, and, as a result, it sponsored the first annual Strategic Planning Forum in Richmond last two-day conference attended by

individuals from around the province, representing students, support staff, faculty, administration and boards. UCFV was represented by board member Phyllis Stenson, Vice President and Dean of Applied Programs, Dick Bate, Staff Grievance Chair, Bev Lowen, and me as FSA President.

The main goal was to take Charting a New Course (CNC) and assess how far the system has come in implementing its recommendations. There were plenary sessions, one of which featured Minister of Education Paul Ramsay, and workshops where we found out about the status of various CNC initiatives both within the Ministry and outside in the institutions. Many of the current generation of Ministry acronyms have come to us as a result of CNC: CEISS, CMT, and ITAC, for example. We had opportunities to find out what is going on with these various agencies and initiatives.

Was the Forum worthwhile? It's hard to say, but it did provide the post-secondary institutions around the province (minus the universities) an opportunity to have the ear of the Ministry for a short period of time. Again and again the messages sent included concern that education is being sacrificed in favor of training, resentment that resources which should be going into the public post-secondary system are being funneled into secondary schools and private trainers, and concern that the system has reached the limit of being able to do more with less.

What struck each of us who attended from UCFV was the quality of the presentations made by students. Student panel members

were well-prepared and articulate. The plenary session that was completely devoted to students was absolutely the most dramatic, effective, and emotional of them all. The message that came through was that students are a diverse group with wide-ranging needs, and that there is a desperate need for more support services in recognition of this diversity.

### Lobbying

CIEA locals, along with the AECBC (Advanced Education Council of BC — the group that represents the boards and administrations of post-secondary institutions), have now embarked on an active campaign to lobby provincial MLAs on the state of funding for the college and institute sector.

Specifically, we have been asked to make appointments with all of the government MLAs from our region, to point out how the system-wide problems in financing will affect UCFV. A major part of these presentations will be to point out the recommendations of the recently released Task Force on Critical Issues in Financing Post-Secondary Education, which essentially stated that the system has been pushed as far as it can go in producing more FTEs without a funding increase.

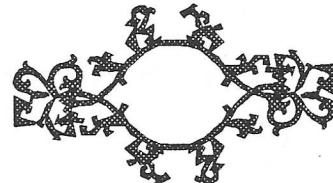
The goal here is to make sure that our concerns are taken into consideration as the NDP government puts together its next budget. Accordingly, UCFV will organize delegations — consisting of one Board member, one faculty member, and one student — to visit our local provincial politicians.

### Looking ahead to 1998

The New Year looks as if it will be just as busy as the old one. Provincial bargaining, faculty workload, a newly re-formed shop steward system, committees looking into the job descriptions and the work-loads of directors, department/program heads, staff with instructional duties — all of these initiatives and more will be occupying the time and attention of the FSA. And we are always delighted to hear from volunteers. If any of the issues outlined above interest you, please contact me or any member of the FSA Executive.

And in the meantime, I would like to wish each one of you a restful and invigorating holiday season. May we all come back in January with the energy to carry on!

-Kim Isaac



## Faculty Grievance Report

**Fuzzy categories and dual roles: Why hiring and evaluation should be out of the hands of Heads**

Recently, it has seemed to me that many of the problems coming to life for FSA members have a vague family resemblance. To provide a surname and help to identify this family, let me draw attention to one of its prominent, recurring traits:

role confusion. Some examples may be clarifying. Role confusion exists when a department head assigns an additional section of sessional work to a faculty member with whom she car pools or plays cards on Friday night. It can exist when a faculty member holds office hours and discovers that his first appointment requires half an hour of counselling and consoling. It occurs when a regular faculty member solicits information about how a sessional instructor evaluates students, or when a faculty member makes a suggestion to a member of support staff about how to do his job more effectively.

Often there isn't anything problematic about these types of situations; often they involve professional behavior of a worker going beyond the call of duty to the benefit of the work place. Moreover, we probably shouldn't be surprised that this exists in an academic setting. Before anyone raises the following objection, let me pronounce it: As professional people in an educational setting, we need to be able to adapt our roles to the dynamics of human concerns in a complex institution. We don't have narrowly defined job descriptions because we aren't simply hired to balance the bearings of a widget as it floats down an assembly line. For those of us who perform as teacher, career advisor, colleague, program designer, evaluator, policy maker, public relations spokesperson, manager and conflict resolver, we count as an easy day any "work shift" for which we merely have to reconcile dual roles.

However, as stressful as competing roles can be, it is when we find ourselves performing roles that have more directly conflicting

interests that we suffer the most. As a grievance chair, the suffering tends to be at first most visible in the form of a person-to-person conflict. The risk here is that someone will misperceive us when we venture out of our most familiar, accepted role. So, for example, if a faculty member who has employees working under her direction asks one of them about his home life, is she being friendly, or intrusive? Surely the answer is that as a colleague she is caring, but as a supervisor she may be harassing. If a senior faculty member initiates a discussion about a sessional faculty member's course planning, is he being constructive or overbearing? Does it depend on whether he has a hand in deciding whether that sessional instructor will be hired again? If a faculty member wishes to step out of his role as instructor and offer a social invitation to a student, his motives may very well be badly perceived by an onlooker, even if the event is attended by their spouses.



Besides such interpersonal conflicts, many other types of suffering are also common waste-products of these conflicting roles. The victims (and in fact this role is often confused with that of perpetrator) suffer loss of credibility, and even self-doubt as they question their own behavior under the skeptical shadow of a grievor's complaint. It would be easy to go on. But my thesis here runs beyond the argument that we should all be more willing to offer each other the

benefit of the doubt. Here I want to identify a group that, I think, is put most at risk by role confusion, in all of the ways identified thus far. It is our institution's most obvious level of middle management: the Program and Department Heads.

Becoming a Head certainly adds roles and duties to those existing before the position is begun. But in this case, the extra role confusion is not merely additive; it is compounded by the nature of these positions. In psychological terms, these positions are fuzzy categories. They are fuzzy first because the nature of their core job description is unclear, but more because they have ill-defined borders separating them from other jobs. That is, the boundaries between the role of a Head and their faculty role or their management role are poorly drawn.

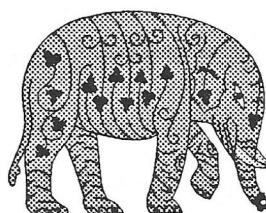
If you ask UCFV employees about the role of Heads, you are apt to get a description of the kinds of jobs they think their Head does. Even here fuzziness exists. But if you ask more analytical questions about the nature of these positions, the ambiguity will often be stated directly. In the eyes of some, Heads hold management positions; they are regarded as a boss. For others, the position is seen more as a coordinator's role; they are simply a faculty member who has more to do. I suspect the ambiguity would become especially clear if you ask a sessional instructor, then a senior faculty member, or if you compare faculty responses to staff responses within the same department. Here we can glimpse at the type of self-perception problems invited by a Head who initially perceived herself to be in one of these roles, but found she was often in the other. This must be further compounded by the

cold reality that in the eyes of some, the role of a Head is simply that of gopher.

It must be up to these individuals to find their own way of dealing with the classic middle management angst of discovering that they are in a position where they are given responsibilities, but are not given the adequate authority to enable their accountability. However, I feel that the FSA can help lessen the role confusion by insisting that Heads should have minimal responsibility or authority in two areas. They are the highly contentious and sensitive areas of hiring and evaluation.

UCFV has sought to balance the responsibility for hiring between the roles of faculty within relevant areas, and the appropriate management representative. This seems to be nicely achieved in the hiring of "B" positions, and even in most "C" positions (in your collective agreement, "C" mean Regular Part-time, greater than 50%, or RPT>50%). But in the case of some "C" hirings and many sessional contracts, this balance is problematic. A lack of formal language in the collective agreement and a highly inconsistent body of past practices, together with inevitable time constraints, has led to many situations where the Head is ultimately left to "do what seems fair." From a legal point of view, whenever you hear the phrase "do what seems fair," bells should go off! This is not because the general fair mindedness of people at UCFV should be held suspect. Rather, it is because for any case for which one might want to take a fair minded view, there is often a management view, a union view, and another FSA member's view. At least one of these is bound to differ from the initial

view of fair mindedness. In cases where no formal dispute results from a hiring, the Head is often left to balance these views and perhaps to suffer the wrath of the ensuing ill will, whether she is aware of it or not. When decisions are contested, however, the intended balance of influence between faculty members and management may become manifest as a grievance between the FSA and management, with the Head feeling attacked and blamed by either or both sides, and a colleague waiting awkwardly on the sidelines with his livelihood at stake.



What, then, is the solution? It is clear contract language,

and a well-understood system for record keeping and applying the collective agreement. If this seems to be a lofty goal, it shouldn't. The rules that ought to be in place are relatively well agreed upon, and the system for applying them and recording the results could be quite simple. Furthermore, proposals for this type of contract language have been brought to the bargaining table by the FSA in the past, with little enthusiasm shown by management. In this regard, we may finally receive what we need now that the possibility exists that the provincial bargaining table will dictate the language to us. If this doesn't occur in the current bargaining round, however, we need to push our own management's hesitant hand, and seize the opportunity to design a local solution. The present "do what seems fair" system persists in large part because many of the conflicts created in this area don't become issues for management.

They are dealt with, painfully at times, by Heads. In other cases, disputes are deemed to be exceptional cases resulting from our transition from a college to a university-college. Yet, five years later, these 'exceptional' cases continue to be created by the absence of clear contract language. In still other instances, the road to reform is slowed because management wins the support of FSA members to "do what seems fair" when a particular grievance is not a popular cause.

Not in all cases is management being overtly abusive and deliberate in creating this hardship through ambiguity. It may be that, in some cases, the lack of clarity exists because management has recognized that there are needs for flexibility across different programs, and is reluctant to formalize rules for assigning sessional work, or for converting this work into new positions. But again, this has resulted in objections raised by individual employees, brought forth by the FSA, questioning the decisions of well-meaning Heads who were operating under the misinformation or absence of information provided by their Deans. So we may grant that to some extent these difficulties result merely from management neglect. But neglect is abuse, and the position that Heads are currently placed in by these unclear hiring procedures is abusive.

As for the second of these contentious and sensitive areas, evaluation, I propose that all discussions of this topic at UCFV should begin with a clear acknowledgment of the distinction between formative and summative evaluation. Many versions of this distinction are possible, but here is

my attempt. In the most absolute sense, this is a difference between feedback designed solely to guide the subject's future development (formative), and feedback designed to inform the subject as to the final rationale for a hiring or promotion decision (summative). Ideally, the former is done privately, using a communication style designed for the particular person being evaluated, without any possibility that the contents of the evaluation will be used to threaten, discredit, or disqualify him. It should be done by persons who are familiar with his area of work, and who are trained to provide feedback about teaching, research, or whatever is his job. Summative evaluation must be more open to outside persons, must use standardized measurements enabling comparisons between individuals, and is to be conducted for the purpose of comparing the subject's abilities, credentials, or qualifications with those of other candidates. This should be done by persons who have the authority to make the hiring or promotion decision. I will go further and offer the opinion that formative evaluations should be made available by management, but not conducted by management personnel. On the other hand, summative evaluations should only be conducted by management personnel.

In neither case, however, formative nor summative, are Heads appropriate candidates for these tasks. This is not to say that the individuals who are Heads might not be appropriate for formative evaluations; there just isn't anything about the position that necessarily makes them so. As for summative evaluations, even in the case of sessional instructors, a Head should never be placed in the position of providing these. Why? First,

because no one should be required to provide a negative summative evaluation with the risk that she could later be working closely in the academic setting with the evaluated candidate. And this risk occurs for Heads whenever management chooses not to act on their evaluations. Secondly, in a small department where Heads are chosen from faculty members and recycle in three-year periods, the possibility of this type of implicit intimidation of evaluators becomes even more pronounced. So does the real opportunity for conflicts of interests. In short the practice of Heads providing evaluations (or being evaluated by their colleagues, for that matter) is likely to be (and has been) toxic for Heads as individuals and lethal to morale generally.

It seems likely that the role of Heads will be under the magnifying lens in the next few months. There are apparently departments and programs that are having trouble finding candidates willing to fill the position of Head. It will be tempting for management to entice candidates with greater incentives. Money and PD time have already been suggested, and perhaps these perks are reasonable. But if the problem is addressed by simply providing greater rewards for those who are willing to perform an ambiguously defined job which includes tasks that can and should be excluded from the role, then UCFV is heading down a very confrontive road to reform. The conflicts of the past will not lessen because Heads are better paid. There are ways to make the job less aversive, to attract those candidates who might still be inclined to fulfill the role out of a sense of service to their workplace. Heads' duties regarding evaluation and hiring are

two that could be adjusted toward this end. If management listens to those who are currently Heads, and those who are apt to be soon, others will also be found.

### Other Notes

There are some other issues coming up, which I want to make a brief note of this month.

### Collective Agreement Maintenance

1. This month I have been made aware of a correction needed in the collective agreement. In Article 13.2(b) at the end of the first line, the phrase "Article 13.2(a)" should read "Article 13.6". This is simply a typographic error, and isn't disputed by management or the FSA. It is one that I was unaware of, until an FSA member pointed it out. Please forward any other observations of this type to me. I'm making a list.

2. Under Article 13.6 (a) a member has raised the question of what constitutes an appropriate area for the voting list of members eligible to decide the make-up of an SAC. I'm told that in recent years (around 1995) the issue was raised at FSA Executive meetings. It was decided that because "areas" were changing in size, and were shifting with the changes in Dean's jurisdictions, that the appropriate area for most appointments was to be defined very broadly, in order to remain consistent from case to case. It may be time to re-examine whether members of the library should be electing FSA members to sit on SACs for psychology postings, whether faculty members should elect members for SACs to hire for staff positions, etc.

## Workload

A preliminary survey regarding changes in faculty workload will be distributed very shortly. Our intention is to collect information from you over the holiday period so that we can initiate some formal discussions and proposals in the new year. Please attend to this document when you have time to give it some real thought (but before Jan. 10th).

## The President

The letters presented in this newsletter regarding Peter Jones' desire to take a teaching role at UCFV will spark some widespread discussion in the new year. This is our intention, at least. For now, I want to simply state the main issues as I see them from the perspective of grievance chair.

When this issue was first presented to the FSA Executive, the question was raised as to whether Dr. Jones should be allowed to enter the FSA collective (with special consideration, that is), or not. It now appears that this possibility has dropped out of the discussion, for now. It may soon reappear, I think, because our new president may have similar aspirations. If this is arranged for either president, it must be a bargained process, since we are not obliged to compromise our collective agreement to accommodate presidents, and it would definitely be precedent setting. (It would also be a precedent observed with great interest by those in other institutions.) In this case, a central question would be: what is a reasonable bargaining demand? Should all future administrators be vetted through the FSA, and permitted to join our ranks when they

retire after a stipulated time period? Should we arrange for our administrators to cycle back to the ranks of the FSA after a stipulated period, before their preferred time of retirement?

It appears now that Dr. Jones may be appointed to an excluded position. The Board has the right to do this in any case. Here our question for debate is: what violations of the collective agreement are we prepared to overlook, where grievances may exist? This is essentially the question of what his status should be. Should he participate in normal department duties, such as SACs and course planning? Should he be given status as a management representative on committees, or explicitly excluded from them? Is it appropriate for this excluded person to teach or co-teach a course that might ordinarily become one taught by a member within the collective?

This type of discussion might appear to be a particularly petty approach to the issue, but the members of the FSA Executive generally agree that the decision process in this case needs to be open to the membership at large. As a result, these and other issues will be debated in the weeks to come.

-David Morosan

## Staff Grievance Chair Report

Well, there's a lot going on, and that's the catch, because I seem to

be so busy dealing with the day-to-day stuff that makes up this job, I can never find the time to sit down and write this report. I'm sure most of you can identify. Again, I have gone over the deadline for getting this in to Fenella for publication, so will make my comments short and to the point.

## Bargaining: Where and What

By the time this goes to print the membership will have already voted on whether they want to be at the Provincial table or bargain locally. So, even though the 'where' will no longer be an issue, the 'what', as far as staff is concerned, is a biggy. If you attended the EGM, or had a chance to read the paper on bargaining we sent out before the meeting, you will already be aware of the issues faculty want to take to the central table — if that's where we're going. If we end up at the local table, I imagine the issues for faculty will still be pretty much the same. It is unclear to me however, what we, UCFV Staff, will be able to bring to the table, central or local. Last year, the PSEA dictated to the college what they could and could not bargain with staff. Unfortunately, it wasn't much. Regardless of which table we end up at, the Executive will be asking for your input as to what you want negotiated, so please start thinking about it.

## A 'What'

Something that I would like to look into, whether it gets to negotiation or not, is the philosophy behind the UCFV staff salary scale. Now, I understand that with our new JCAC system the College may be adding some new pay groups to the

staff salary scale, and that's fine. At present we have ten groups starting at group two, whereas faculty have fourteen steps — a 'group' on the staff scale is the same as a 'step' on the faculty scale. My understanding is that more steps would mean each pay group would have a lesser point spread, making it easier for a position to move up a pay group if it were upgraded.

My concerns are with the \$35,000 difference between the top and bottom of the staff scale, and the six steps within each pay group. The vast salary difference in the staff scale, compared to the much smaller \$20,000 difference between the top and bottom of the faculty scale, was discussed in the report on bargaining we sent out prior to the EGM. The six steps, however, are a new tangent I'm off on. Why does it take six years to reach the top of each pay group? Surely there are no jobs within the staff component that take more than one year, or even eighteen months, to become proficient in. And why is the top of group four, for example, three steps higher the bottom of group five?

The faculty scale has steps only; there are no groups within the steps. Every faculty member will move up through the scale to the top, one step per year, regardless of the original placement. Staff, on the other hand, can only move up within the group their job is placed at, which takes six years, unless the position is re-rated and placed in a higher pay group. Except for a very, very few, staff will never get to the top of the staff pay scale — the vast majority of us are in pay groups two through six — so, why make us wait six years to get to the top of our group? What is the logic?

I would like to see our six step pay groups collapsed into three — the first step being the original placement, the second kicking in at the end of the first year when the employee knows the job, and the third at the end of the second year as compensation for experience. We have been doing some digging around, and so far we have not found another College or University College that has their staff on such an elaborate pay scale as UCFV. For instance, BCIT has twelve staff pay grades with four steps in each, Justice Institute has thirty pay levels (this also includes instructors), with three steps in each, and Kwantlan has sixteen pay levels with five steps each. We will keep looking into this.

### SAC policies and procedures

During last year's bargaining we were unable to negotiate stronger language to prefer internal staff candidates over external. Nevertheless, we did agree to set out new policies and procedures to do with the way an SAC is set up and run, and will be sitting down to discussions with Barry very shortly. We will be looking at things like:

- what constitutes a conflict of interest for a SAC member.
- when interviewing, what kinds of questions are inappropriate.
- when a question is asked, is every member of the SAC in agreement as to the answer they are looking for.
- are the members of the SAC clear as to their duties and obligations.
- are the questions being asked really relevant to the criteria as it was set up, and to the position as it was posted.

I hope we have new SAC policies and procedures ready to go by the new year.

### Shop Steward system

Our FSA is about the only post secondary union in this province which does not have an active Shop Steward system. Over the years, the Union has made gallant efforts to put a system in place, but we've never really had a lot of interest, and it has always fizzled and died. Nonetheless, the present executive wants to try again, so last week I sent an E-mail message to members who are now, have been, would like to be, or expressed an interest in becoming, a Shop Steward. The message was an invitation to an all-day Shop Steward workshop December 12. If you are interested in becoming a Shop Steward and did not receive an invitation, PLEASE, PLEASE let me know ASAP (local 4449 or 2416).

### Violating the Collective Agreement

We always kind of take it for granted that it's only the employer who violates the Collective Agreement. After all, when was the last time, if ever, the College filed a grievance against one of us? But the truth is our members do violate the Collective Agreement from time to time, and in most cases it is other members who are affected by the violations, not the employer. The following is an example of the kinds of violations I'm referring to.

A supervisor, who is a Union member, hires an employee into a temporary position using the less than four month clause (Article 13.2 (a)), knowing full well that the

position will be longer than four months. The supervisor does this for one of two reasons: either to eliminate the bother of a posting and SAC, or so they can hire whomever they want into the position. At the end of four months, the new employee, who it turns out is doing a really terrific job, is given an extension. In some instances he or she is given several extensions. Twenty two months later, Employee Relations, or the Union, figures out what is going on and insists on the position being posted. Unfortunately, the incumbent, who is not by definition of the Collective Agreement an internal candidate, loses the position to someone who is, or even worse, to an external person, and is out on the street. The incumbent, who has been paying union dues since day one of his or her UCFV employment, complains to the Union, and we have to explain that an internal candidate is someone who has been hired pursuant to an SAC. Because they were not hired properly in the first place, we can't do anything for them.

Now, the incumbent is the innocent party here; he or she has done nothing wrong. When the incumbent was hired in the first place, he or she couldn't have cared less about UCFV's hiring procedures; he or she just needed a job (as was probably the case for most of us). And besides, a prospective UCFV employee doesn't have any obligations to the union. It is the supervisor, and ultimately the employer (although I'm talking about member obligation here), who is responsible for making sure a hiring is done properly. As unfair as this situation is to the person who lost a job, it is unfair to other members as well. For one thing, the candidate who got the position over the

incumbent may be unhappy that someone else has been put out of work. Meanwhile, other members are annoyed because the position is a good one and should have been posted two years earlier than it was.

The less than four month hiring clause is supposed to be used for emergency situations only. As soon as it becomes apparent that a position will become either permanent, or extended past four months, it must be posted. If proper procedure is followed, in other words if every one involved in a hiring does their part to uphold the Collective Agreement, all hirings will be fair. FSA membership has now increased to over 700, and although our Executive is a large one, only a few positions get release time, there are not nearly enough of us to police every application of the Collective Agreement. Individual members have to be responsible as well. In the above scenario, the supervisor blatantly violated the Collective Agreement with complete disregard for his/her fellow members rights. Being a union member gives individuals rights, protection, and privileges, according to their specific collective agreement, that non-union workers do not have. But union membership also carries with it the individual's obligation to carry out all job responsibilities within the boundaries of that Collective Agreement.

#### Union stuff - off campus

Over the last couple of months I've been traveling into Vancouver almost every week. David Morasan and I attended the fall CARC (Contract Administration Review Committee) meeting in September.

It's always enlightening, and encouraging, to hear what's going on in Post Secondary in the rest of the province. Along with Moira Gutteridge and Kim Isaac, I attended the two day Provincial Bargaining Council in October. While there I went to my first BCRC (Bargaining Coordinator Review Committee, I think) meeting, again enlightening, but maybe not so encouraging. In November Kim and I went to the two day Charting a New Course Conference. Our official capacities were as UCFV Faculty and Staff representatives as well as CIEA delegates. Dick Bate for Administration, Phyllis Wilson for the Board, and Patrick O'Brien as a workshop presenter, attended as well. I've also been taking courses — conflict resolution at the Justice Institute, which are great, and, with David, Cap College Labour Studies courses, which David finds interesting and I find challenging.

As I said at the outset, I have been busy, we've all been busy, and frankly, most of us are fried. I'm really looking forward to the Christmas break, and because this is the last publication before Christmas, I would like to wish everyone a wonderful, and restful, holiday season.

(I'd also like to apologize for keeping nothing short and to the point, as promised earlier.)

-Bev Lowen

## Occupational Health & Safety Report

This is my first report as the new OH&S Chair, so bear with me if I

ramble. I find being the chair very different from just being a member of the committee. It seems I have inherited enough binders and papers to fill a filing cabinet (which I didn't have, but do now).

### Role of the Committee

The joint occupational health and safety committee is made up of worker and employer representatives working together to identify and resolve safety and health problems in the workplace. The committee shall assist in creating a safe place to work, shall recommend actions which will improve the effectiveness of the OH&S program, and shall promote compliance with the regulations, as laid out by WCB.

Any complaints concerning health and safety should be directed to your supervisor. However, if you are not satisfied with the outcome, please feel free to contact any of the committee members listed below. But remember, the OH&S committee is not a grievance committee; its main concern is employee safety.

### Committee members

#### FSA Co-Chair:

Colleen Olund, local 4524

#### Facilities Rep:

Lyle Yolkowski, local 4588

#### Trades Rep:

Don Sciotti, local 4399

#### Ex-Officio:

Aileen Ablog, local 4617

#### FSA Open Rep:

Sharon Milligan, local 4242

#### FSA Open Rep:

Noreen Dragani, local 4582

#### Chilliwack Rep:

Shawna Dyck, local 2446

#### FSA Open Rep:

Joanna Hirnschall, local 2833

#### FSA Open Rep:

Lisa Kwak, local 4213

(Sue Samuelson is replacing Lisa during Lisa's maternity leave; Sue can be reached at local 4398)

I attended my first CIEA OH&S Committee meeting the weekend of October 3-4 and found it extremely interesting. There were about 10 of the 17 locals represented. We compared notes on the various safety issues — which committees in the various institutions share responsibility for different problems. I discovered that OH&S is spread out in some of the institutions with a number of items that everyone else assumed would be OH&S being under the umbrella of Status of Women, Harassment Officer, etc. I had to fill everyone in on the Chilliwack floods (library and theatre), plus the spraying problem we had in the library last spring that sent four members to hospital.

The committee members agreed to keep each other updated on the various OH&S problems that they run into in the various institutions. Some of our concerns (i.e., dodging art work in the hallways, managing to escape being run over while using the Bookstore crosswalk to the employee parking lot, etc.) seem minor compared to problems at the other institutions. The one that we all deemed unique occurred at UNBC, where they had to deal with having a bear (the furry, four-legged type) roaming their hallways.

Most of the institutions seem to have the same air quality problems that we do. At least one of the institutions solved it by negotiating opening windows in their new and/or renovated building.

In closing, remember that the OH&S Committee is here for your safety. If you have any concerns, please do not hesitate to call, send a memo or e-mail your questions.

-Colleen Olund



### Human Rights Committee Chair Report

*Us and Them*, the theme of the last FSA newsletter, gave me a hand hold for my Human Rights committee report. Until recently human rights issues have been framed by an us/them mentality; there are victims of abuse and the perpetrators. Perpetrators are nearly demonized at times. The image of the victim, on the other hand, being one of total innocence, is drained of any sense of power and control. I have sought a vision in which the offended and the offender can come together to create resolutions which respect and reflect their shared humanity. So I went off to my first gathering of CIEA human rights representatives open and eager to discover what inspires other reps.

And my enthusiasm for the Friday night agenda was keen because Mary Woo Sims, the new Human Rights Commissioner, was giving an orientation to the new commission. I was intrigued by the public hearings she initiated regarding proposed changes to the legislation. It was gratifying to hear Mary Woo speak

about her own commitment to public consultation. She saw the consultations as the first step in the continuous education process which is a corner-stone of the new commission's work. She encouraged the institutions that we represent to mirror this consultative process when we create human rights or harassment policy. As she contends, when people are involved from the beginning, implementing the policy becomes much easier. Another point she emphasized was that complaints do not necessarily require a resolution by tribunal; persuasion and conciliation are preferred processes. Sometimes all a complainant needs is an apology, and sometimes the accused is merely ignorant about what harassment or other human rights violations are.

The committee work began on Saturday morning. Each rep reported on local committee activities, current harassment cases pending, and general areas of concern. There were three topics which kept coming up: human rights or harassment policy development and implementation, human rights education, and privacy of information in the workplace.

There seemed to be consensus that harassment policy should be replaced by human rights protection policy. The motivation was to shift from a negative to a positive perspective by emphasizing everyone's rights and responsibilities, rather than continuing with the usual us/them configuration. There is also a growing recognition that students can no longer be seen as totally powerless. Given the current tendency of institutions to use dismissal almost as an automatic response to harassment complaints, students potentially hold quite a lot of power.

The discussion about how to accomplish human rights education focused primarily on how to pull in the unconverted ... or the down-right resistant. Some institutions have managed to make some human rights training mandatory for all members. Everyone agreed that shop stewards should have training in human rights. Someone suggested that locals could request that administrators have similar training. Underlying this discussion are three contentious elements: *academic freedom*; *the duty to accommodate*; and *diversity in the classroom*. These are issues that demand attention, discussion, and ongoing training throughout any institution.

Another area in which the us/them dichotomy insinuates itself is privacy and the ownership of information. One member pointed out that surveillance in the workplace is becoming a concern everywhere and should be addressed through our contract negotiations.

The surveillance that might concern FSA members is that of our computers. What sort of monitoring of our e-mail and group-wise communications occurs? Who owns the material in our hard drives? I raise these questions with the promise that Tim Atkinson, and I will attempt to answer them in the next issue of the newsletter.

I have much more stuff to share with you; to find out more, please attend the meetings of the Human Rights Committee, the third Wednesday of the month, 12-1 in room A229

-Ellen Dixon

## Whose Perspective: Yours or Mine?

I once read or heard (and can't remember the source) that "the fighting in academia is so great because the stakes are so small." As a long-term inhabitant of this world, I have always puzzled on why we argue so vehemently about what are very often inconsequential issues. Do we do it to have something to do? Kind of like a routine? Somehow I don't think so. I'm not sure the debates in academia are any less or more heated than in other endeavours, but academia is my world and what I know. Having pondered on it, I'd like to offer my understanding of why these debates continue, often at a heated level, and without any winners.

The debates that go on at UCFV about the rightness or wrongness of ideas are ever-present. I am thinking in particular about the three very well-written pieces in last month's issue of the newsletter. How can this be, how can they all be right when, in fact, they are presenting very different opinions about what UCFV should look like? Is it possible to have multiple realities?

While I'm not a philosopher, it seems to me that there are two kinds of truths: absolute and relativistic (these are my categories). An absolute truth is easy to see, it is irrefutable (at least according to my logic). The sun will rise tomorrow is a good example. All other truths are not truths at all, but perspectives on the world. As such, they are relativistic; and here lies the difficulty. We present them not as opinions but as reality, not as perspectives, which in fact they

really are, but as truth. Thus, if my perspective is accurate, yours must be less accurate (or even wrong) if it does not match mine.

This brings me to a point about the business world, where the end result is profit. In this kind of environment, ideas are easy to evaluate. What makes money is good, what makes less money is not as good, and what loses money is bad. Clearly, the benchmarks are evident. Now, perhaps I'm oversimplifying, but you get the drift.

Now in the academy, how do we evaluate ideas? What are our benchmarks? And therein lies the difficulty. If my ideas are right (primarily because they are mine), then perforce your ideas (if they are not the same as mine) must be less right (or even wrong). We can't even agree on a definition of the common good (i.e., Profit). If we can't agree on what is the common good, how can we come to agreement on how to implement it? If we can't agree on what should be managed, how can we agree to manage it?

Are all students equal? Are all faculty equal? We say they are, yet we have very different workloads. How do we equate equality? Hours in the classroom? Ah, but some say my hour in the classroom represents more prep time than someone else's and I need to be compensated for it. Rather than seeing ourselves as equals, we tend to see ourselves as 'different.' And for 'different' read 'better'. But if we are all different, then how do we find a common ground? Oh, we all have the same title? We are all 'instructors'? But do we all see ourselves as this?

This kind of academic rivalry extends to disciplinary endeavours as

well. For with socialization, into a discipline or career, comes the inevitable perspectives that the discipline requires. And with that comes a certain amount of silencing; those who hold perspectives that are not in common with other members of the department or discipline may find themselves being told that they are wrong, when in fact they are simply arguing an opposing view. We fancy ourselves enlightened and welcoming of diversity, but, deep down, is this true? Or do we welcome opinions that are in fact similar to our own?

I'm not saying I have the answers; I'm not even sure these are the right questions. But I do have a concern that we keep arguing about the 'good' when we are not in fact arguing about the same thing. We talk about common goals, but do we really have them?

-Gloria Wolfson

## FSA-CUPE Negotiations or What's it Really Like at the Negotiating Table?

As you may have heard, the FSA is in the process of negotiating with CUPE Local 1004 on behalf of the office staff, Fenella and J.R. It feels rather strange for us as a union to be 'management' at the negotiating table! But it's not all that strange when you think about it, since CIEA's office staff are represented by CUPE Local 1004, and CUPE Local 1004's office staff are represented by OTEU, and I don't know who OTEU's office staff are represented by, but you get the

picture. Unions do bargain with other unions, and employees of a union aren't part of the same union as the members of that union.

Traditionally, the union side of the table is supposed to work at getting more than the employer is already giving. And the management side is supposed to work at not giving more than it can afford. Traditionally, negotiating is supposed to be about the offers and the counter-offers and about how far apart each side is, and about whether there's any way to resolve the differences short of a strike or binding arbitration. So when people wonder about negotiations and ask how they're going, or when they complain about an outcome that wasn't what they wanted, they're thinking about this aspect of negotiating. They're asking, "Did you play the game with the right mindset (about getting or not giving), and did you make the right counter-counter-offer to their counter-offer to your offer?"

I'm not a very traditional negotiator (sorry, Ian; sorry, Dale) and it's still too soon to talk about our offers and counter offers. So I'd like to update you on the other aspect of negotiations, the side that's never traditionally mentioned — the human side without which none of the rest would be possible. Never mind if you're union or management; can you sit in a room where people are disagreeing and not feel so full of butterflies it brings back memories of being sent to the principal's office? Can you face across the table people you work with all the time, and be comfortable that you're on opposite sides of negotiation while you're on the same side at work? Can you sit on the same side of the table with people who are your

team, and be comfortable when they object fiercely to what you're doing, and to how you're doing it? (The Ian-and-Moira travelling roadshow now presents another stunning performance!)

I can tell you that the actual job of negotiating is nothing like what I imagined when Bob Smith talked me into running for Contract Chair back in 1993. I'd just been made a regular employee after 9 years here, so I could no longer continue being the rep for non-regulars. In gratitude to the FSA, who'd had some say in regularizing my position, I asked Bob if there was any other capacity in which I could serve the FSA. "Well," he said, putting a comradely arm around my shoulders, "as a matter of fact, there is. Let me buy you a drink...". And for the cost of a Sprite at Finnegan's, and an hour of Bob's time, I ended up as Contract Chair. Boy, does Bob ever know how to negotiate a good deal for a low price!

So what is it like to be a negotiator?

When I think of FSA-UCFV management negotiations, and what they feel like, there's an incident from the first session of the last negotiations that says it all for me. Barry, Norah, and Don were 'their side'; Ian, Bob, Bev, Karen, and I were 'our side'. Bev didn't come in until the rest of us were settling in at the table. The minute she sat down, she said to Norah, "You know what you should do if you really want to cut costs and improve efficiency around here? Put thicker toilet paper in the washrooms! The amount of time it takes to sit there and wrestle with this paper that won't unroll and tears after every sheet is absolutely ridiculous." And the meeting started

with a five-minute discussion on toilet paper, with both sides in happy agreement.

It wasn't like that at the FSA-CUPE meeting, and it couldn't have been: the CUPE negotiator, Ann Copeland, is new to us. Somehow you can't launch into a toilet-paper discussion to break the ice with someone who hasn't lived in the UCFV environment — and besides, Bev wasn't there. So we broke the ice with coffee and cookies and fruit — very civilized. (Barry, if you're reading this, that's a hint for next time.)

However, at the FSA-UCFV negotiations, there were tough times too. It was also Bev who ran into the toughest going at the negotiating table, when she dealt directly with Barry on the issue of SAC language, where our respective sides were very far apart and Barry seemed far from his usual happy self. No fun, that was. And there was a meeting of the FSA side where I was reduced to tears because I couldn't cope with the differences of opinion on our side.

At the FSA-CUPE negotiations, Ian launched a passionate defence of our collective agreement, of the tremendous effort that has gone into it, and how hard we have fought for our members. Passion, from Ian, who's a rational hard-line negotiator, and normally never lets you see you might be upsetting him! Ann had made the same remark three times. The first time, and the second time, he kept his cool. Ian's a real professional at this. But the third time, it got to him, and we saw a side of Ian we don't usually see.

And that, I believe, is the real bottom line of negotiation.

Regardless of the substance of the negotiations, there will be times you can joke about and times you can't, times you're proud of what you've said and times you feel you're put through a wringer and there won't be anything left of you, times when your side is a real team and times when you don't know who's on what side. You won't come out of a meeting carefully plotting strategy and counter-offers — at least not right away. A good stiff scotch is in order. Letting off steam is in order. Friends are in order. The morning after that first session, Fenella and I shared a much-needed and much-appreciated hug.

When it comes to the offer-and-counter-offer aspect of negotiation, it's a matter of trying to figure out whether one side who loves Glen Morangie and Glenfiddich and another side who loves Lagavulin and Talisker will be able to agree on a brand of good Scotch they'll both drink (Scapa, anyone?). But when it comes to the human side of negotiations, we're dealing with remembering where the hugs must happen.

-Moira Gutteridge

## Dispatch From Japan

### Getting tight

*Konnichiwa, UCFV no mina-san* ("Hello, respected everyone at UCFV") from Takudai, your sibling college in Fukagawa, central Hokkaido, where I'm this year's Canadian Studies Instructor and icon of the English language. Your editor told me you'd enjoy a few

items giving you the flavour of the place, so here are some:

In my daytime classes here I teach about Canada to 50 or so students, most of them in Agricultural Economics. It's a real challenge. The students understand some English but fear it, and it's Japanese tradition that only teachers speak. For many students, college is just a break between working hard to get into university and working hard in a job, so after roll-call a third of my class put their heads on their desks and sleep. I'm going to jazz up my final lecture on The Canadian Future to see if I can get a reaction from those still awake: "Since flying saucers first arrived at Roswell, in the province of New Mexico, in 1947, thousands of Canadian children have been secretly abducted and taken aboard mother ships where microchips are implanted in their navels. They are then slipped back home, and years later they vote for the Reform Party."

My evening English conversation class is much livelier, and they do talk, about Brad Pitt (cuter than Leonard DiCaprio — or is he?), the Japanese Soccer Team (off to the World Cup), getting married, foreign travel, etc. International Ed.'s Linda Brown told me this class would be fun and she's right (and wearing the "I Know Linda" t-shirt broke the ice).

A couple of weeks ago I gave a talk to the Fukagawa International Understanding Society. Compared America to miso soup and Canada to a full meal, showed slides of Ainu (Japanese First Nation) and Kwakiutl ceremonies, explained how the recent wedding of two Japanese pop stars was a potlatch. I'd pointed out that around the world such celebrations of change have witnesses, speeches,

special clothing, and a feast; so I thanked the crowd for watching me speak, waved my necktie, and invited them all to dinner.

Off we go to a local restaurant for sushi, tempura, hot pot, and much much beer and sake. Satoshi-san (the great Director of International Education here) has been challenging me with the "*muzukashii no tabemono*" — foods difficult for foreigners, and since I'm one of the few in my family who take food risks (my brother has eaten nothing but soda crackers since 1956), I've been accepting. Set before me, then, is a tiny dish of particularly gruesome-looking oyster items ("Dr. Wyatt, your assignment, should you wish to accept it.....").

I pick up one with my chopsticks, and as I do I shout, "*sore wa nan desu ka?*" — "what's that over there?", and point to the far wall. My companions all look over there, and I make sure that as they look back at me — there's nothing on the wall — I'm seen tucking the small item into my shirt pocket. The restaurant goes wild, even the proprietor is falling about the place, and I'm confirmed as the foreign king of small Japanese morsels.

So Japan is a table of delicious morsels, some of them challenging, and you're all invited. Right now I must watch Sumo wrestling. It's very Japanese, but also reminds me of departmental politics back home. *Domo arigato gozaimashita.*

-Dave Wyatt

## The Man From Happy, Part II

The first night in San Francisco, I had my English 105 dream. It's ten minutes before the end of class. I look up, walk forward a few steps, raise my voice, and say "Will you shut up!" to a young woman in a black sweater and a sort of bouffant hairdo. "This is the third time I've had to ask you to stop talking! Have you ever tried to talk to a group of people when someone was talking in front of you? One more time and I'm going to drop-kick you right out of this class!" Etc. "In fact, I'm going to drop-kick myself right out of this classroom for today!"

Head down, making no eye contact, I gather my things, then leave. Allan McNeill has been sitting in the second row, right in front of her. "Sounds as if she got a real kick out of that," he says. "It was just what she was after." "How can you say that?" I say. "You didn't even see her!" "I didn't want to turn around," he says, and moseys off toward his office.

Lots of people walking down the hall (feels like high school). It was almost quitting time, I console myself. A young woman in a sort of caramel-brown sweater catches up to me. She's in tears. "I was talking too," she says, "I feel so badly ...." Etc. Says it's just that *she* wasn't talking aloud (the other woman had been replying to her). Says *these older people who come over from the Theatre department don't know to keep their voices down ....*

Jung says dreams provide counterbalancing scenarios to waking life. Seems true in the

present case, since my actual English 105 class is nothing like the one in the dream. Nevertheless, something told me I had come to the right place — a conference on the Soul of Learning and the Spirit of Inspiration.

I got to San Francisco a day early, to walk. My feet first took me to the Ansel Adams Center for Photographic Arts, built to showcase the master's grand sweeping icy Yosemitescapes, plus the work of various acolytes who, Yosemite having been taken already, took pictures of the concept of taking pictures. The place left me feeling sort of all hollow inside.

But not far away was the city's Museum of Modern Art, and there, on the second floor, was a vast installation of photos, objects, and texts taken and arranged by the photographer Jim Goldberg during a two-year stint amongst the street kids of San Francisco and Los Angeles in the late eighties. It was ruthless, heartbreaking, stunning. It was called *Raised by Wolves*. There was an intermittent narrative line that ran through the show featuring a girl who started life in an affluent, leafy suburb on the east coast. Family snapshots. School pictures. Pretty smiling blonde six-year-old with ribbons in her hair. Beth. Through a long series of interviews (all reproduced on the gallery walls) Goldberg lets her tell her sad, familiar story. Real dad runs away. Stepfather (a cop) arrives. Abuse, upon abuse, upon abuse. Mother in the dark, Beth runs away, becomes street kid, names herself Echo. "There's a kind of despair," says Echo, "that kills that little innocence that kids are supposed to have." Goldberg photographs her at eighteen. Still pretty, if you don't

count the needle tracks and cigarette burns.

Echo hooks up with Tweekly Dave. Goldberg asks Dave about his mother. "Sold her ass. Did a lot of dope. Sucked dick for wine." Goldberg asks about his father: "Violence at home?" "Butt fucking, okay? Rape." Goldberg says, "No memories of hugs?" "Dude, I was cynical from birth. I knew what was up. Maybe that's why I can deal with it now. I cut myself off from whatever's happening around me. They told me I was retarded 'cause I could do that. My old man said, 'Well, you're a retarded faggot.' That was cool 'cause I'd tell him right back, 'You keep sticking your dick in my ass, maybe I am a faggot.'" Goldberg says, "Do you remember trees?" Dave: "Couple of real skinny ones."

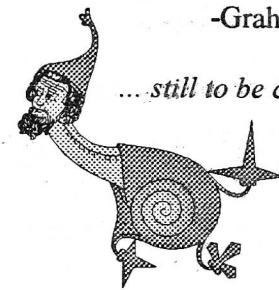
I looked up Echo in my Dictionary of Classical Mythology. "She loved the beautiful Narcissus, but in vain, and pined away in grief till nothing remained of her but her voice."

As I said, the show was vast. Room after room not only of photos and text, hoisted chaotically way up just below the ceiling or crouching in a corner on the floor, but objects, collected or donated as souvenirs of Goldberg's time with the kids. Teddy bears, hypodermic needles, well-used baseball bats not used for playing baseball. I stagger from gallery to gallery to gallery until ... what's this? An immaculate row of pristine landscapes, all hung precisely at eye level. Moonlight over Hernandez, New Mexico! Something Something and Half Dome! I have stumbled into a gallery of Ansel Adamses! The horror! The horror! I flee.

Going from Ansel Adams back into Jim Goldberg is like falling off an austere silver mountain and landing in a cesspit. There is no going from Jim Goldberg to Ansel Adams, not today, not for me. Physically, in the museum, you can do it. Emotionally, there is no avoiding the pit. I am ready, now, for the workshop.

-Graham Dowden

*... still to be continued ...*



## AND FINALLY:

What's Xmas without Xmas cookies? Here's a spicy little number from *Comforts & Joy...*

### *Speculaas*

½ cup/125 g melted butter  
2 eggs  
1 cup/250 ml brown sugar  
1 cup/250 ml white sugar  
1 tsp/5 ml vanilla  
2 cups/500 ml flour  
1 tsp/5 ml baking powder  
1 tsp/5 ml baking soda  
1 tsp/5 ml cinnamon  
1 tsp/5 ml ground cloves  
1 tsp/5 ml ground nutmeg  
½ tsp/2 ml salt  
1 cup/250 ml Quaker oats

Preheat oven to 375F/180C. Grease and flour an 8x8"/20x20cm baking tin. In a small bowl, cream together the first five ingredients. In a large bowl, sift together flour, baking powder and soda, spices and salt; stir in oats. Make a well in the dry mixture, and add liquid ingredients. Mix at low speed until smooth, then pour into greased, floured tin and bake 25 min. Cool slightly before cutting into squares.



## Notices

### WOMEN IN POST-SECONDARY EDUCATION (WPSE)

#### Benefits of Membership

Your annual membership fee in WPSE provides you with the following benefits:

- opportunity to network with a broad base of women involved in post-secondary education across the province of British Columbia, including faculty, administrators, staff and students;
- opportunities for professional growth and development, for example:
  - annual provincial conference,
  - organized events at individual campuses (dinner meetings, brown bag luncheons, workshops, guest speakers),
  - notification of career advancement opportunities in the post-secondary system;
- personal support and mentoring;
- support for changing systems, both within individual post-secondary institutions and across the province by providing:
  - provincial, institutional and sectoral representation of your views and concerns,
  - political advocacy and action for the advancement of women,
  - assistance to institutions in order to accomplish social change,
  - linkages with affiliated organizations and groups;
- greater awareness of issues of concern to women in the educational system;
- greater community awareness of initiatives for social change;
- reduced fees for annual conference, professional development activities and special events;
- access to resources such as:
  - WPSE membership list,
  - WPSE Speakers' Bureau,
  - videos, books, and educational materials;
- communication of all the above via the newsletter, mailing, and informal networking.

#### Membership

The Association of Women in Post-Secondary Education in British Columbia is open to both individual and institutional members. Individual memberships are only \$25 per year or \$60 for three years. Institutional memberships are \$100, \$200 or \$300, based on the size of the organization as established by the Ministry of Skills, Training and Labour. Please join us. Contact Donna MacDuff at BCIT, telephone 432-8313, fax 432-1816.

For application forms and more information, contact Fenella in the FSA Office

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*Comforts & Joy*